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ABSTRACT

This document describes programs available through the Office of Migrant Education for migratory children from preschool through grade 12 or up to age 22. The Migrant Education Program supports high-quality and comprehensive educational programs for migratory children to address disruptions in schooling. Funds, which are allocated to states on the basis of a formula, are used to ensure appropriate educational services and opportunity to meet state content and performance standards; to design programs to overcome academic, cultural, and language barriers, social isolation, health problems, and other factors that hinder academic achievement; to prepare children for a successful postsecondary education or employment transition; and to ensure that migratory children benefit from state and local systemic reforms. The High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) are briefly described. The basic state formula grant process is explained. Twelve Even Start Project summaries are included from Kansas, Kentucky, Montana, Michigan, North Carolina, New Mexico, New York, Oregon, Pennsylvania, and Texas. Winners of migrant education technology grants are discussed, with telephone and fax contact information for the six grantees. The final section describes the following migrant programs: Migrant Education Consortium for Higher Achievement (MECHA) and its lead partners in the Dade County Public School System and Barry University (Florida); Project ESTRELLA (Encourage Students Through Technology to Reach High Expectations in Learning, Lifeskills, and Achievement) in Illinois, Montana, New York, and Texas; Project Synergy in Florida, Michigan, Puerto Rico, and Texas; Oregon's statewide Telesecundaria program linked to Mexico; Kentucky's pilot community distance-learning project; and Florida's Anchor School Project, in cooperation with North and South Carolina. Contact lists of HEP project coordinators in 14 states and CAMP coordinators in 5 states are appended. (SAS)

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ED 419 656

Office of Migrant Education

Program and Grant Information

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Programs in the Office of Migrant Education

Migrant children will benefit greatly from the broad reform framework provided by Goals 2000 in the same way that other students benefit, by recieving high quality, integrated educational services, and reaching the high standards of academic performance set by the state. An important piece of legistlature which was intended to be used for the purpose of developing programs to improve the comprehensive learning of migrant children and their families is the Elementary and Secondary Education Act of 1965.

The Migrant Education Program

Migrant Education Programs support high-quality and comprehensive educational programs for migratory children to address disruptions in schooling and other problems that result from repeated moves. States use funds to ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner; to ensure that migratory children have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet; to design programs to help migratory children overcome academic, cultural, and language barriers, social isolation, health-related problems, and other factors that hinder academic achievement; and to prepare such children to make a successful transition to postsecondary education or employment; and to ensure that migratory children benefit from State and local systemic reforms.

Services can be provided to children from preschool through grade 12 or to children up to age 22. Funds are allocated to States on the basis of a formula which takes into account the numbers of migratory children resident in each State and State per pupil expenditure. There is a priority for services to migratory children who are failing, or most at risk of failing, to meet the State's challenging State content standards and challenging State student performance standards, and to children whose education has been interrupted during the regular school year.

High School Equivalency Program

The High School Equivalency Program (HEP) provides discretionary grants to institutions of higher education (IHEI), or other non-profit organizations in cooperation with an IHE, to provide academic and support services, including counseling, health services, stipends, and job or education placement to eligible migrant or seasonal farm-workers, or specified family members.

- Eligibility - an individual must be at least 16 years of age, lack a high school diploma or its equivalent and meet other statutory eligibility requirements.
- This program provides instruction and support services to help participants obtain a general education diploma and subsequently to enter an institution of postsecondary education, a job training program, or the workplace.

HEP Project Directors

College Assistance Migrant Program

The College Assistance Migrant Program (CAMP) assists migrant first-year college undergraduates.

CAMP provides discretionary grants to institutions of higher education (IHE), or other non-profit organizations in cooperation with an IHE, to offer tutoring, counseling, health services, assistance with special admissions, and some financial assistance to enable migrant youth to successfully complete the first year of postseconday education. Students are also assisted with obtaining financial aid to help with the reaminder of their undergraduate academic careers.

CAMP Project Directors

The following is a list of program information for the improvement of migrant education:

I. School-to-Work Programs and Elementary and Secondary Education Act of 1965(ESEA)
   1. Elementary and Secondary Education Act of 1965
      a. Title I, Part A
      b. Title I, Part B: Even Start Family Literacy Program
      c. Title II: Eisenhower Professional Development Program
      d. Title III
      e. Title IV
      f. Title VII
      g. Title XI

II. Coordination Across Education Programs
III. Examples of Interstate and Intrastate Projects
IV. Serving LEP Students in MEP and Title I, Part A Programs
V. Schoolwide Programs

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Last updated March 27, 1997 smj

Grant Information

In 1992, the National Association of State Directors of Migrant Education noted that "the education of too many migrant students is characterized by low expectations, inferior resources, and differential treatment." They also issued the following challenge to educators who work with migrant students:

> "Mobilize students, staff, and parents around a vision of a school in which all students can achieve. Migrant students not only can and do graduate from high schools, but graduate with honors."
> *(Rethinking Migrant Education, 1992)*

The Office of Migrant Education does contain Subgranting to assist in the development of programs to improve the learning of migrant children and their families. Other funds within the Migrant Education Program are available, but the use of Migrant Education funds is regulated and requirements must be met before any award is granted. Other financial assistance can be found through the U.S. Department of Education.

Basic State Formula Grant Program

The Basic State Formula Grant Program provides funds to state education agencies (SEA's) to be used for supplemental education and support services for migrant children.

This program helps ensure that migrant children can benefit from state and local systemic reforms and:

- meet the same challenging state content and student performance standards that all children are expected to meet;
- overcome educational disruption, cultural and language barriers, health related problems, and other problems that result from repeated moves; and
- prepare for a successful transition to postsecondary education or employment.

FY 1996 appropriation $305,475,000. Awards are based on the number of eligible children identified within the state.

Migrant Education Coordination Activities

- Works with migrant programs in other federal agencies to improve coordination of services to migrant workers and their families.
- Up to $6 million reserved from the appropriation for the Basic State Formula Grant Program for grants or contracts to improve interstate or intrastate coordination of services to migrant children.

Consortium Arrangements

- Up to $1.5 million of the funds reserved for coordination activities can be awarded as incentive grants to encourage states to work together and reduce administrative costs thus increasing funds available for direct services to children.
- Current projects include:
  1. coordinate identification and recruitment efforts;
  2. administer out of state testing for students whose home base is another state;
  3. utilize distance learning technology; and,
  4. multi-state development of assessment instruments to improve academic placement of migrant students in core subject areas.

Toll Free Referral Service

Coordination monies currently fund a toll-free telephone number that migrant families can call to reach the nearest migrant education program. The telephone number is:**1-800-234-8848**

Migrant Education Even Start Summaries

Funded under Title I, Part B of the Elementary and Secondary Education Act (20 U.S.C. 6362), the Migrant Education Even Start Program (MEES) provides discretionary grants to programs which integrate early childhood education, adult literacy or adult basic education, and parent education into a unified family literacy program, so as to help migrant families break the twin cycles of poverty and illiteracy.

Migrant Education Technology Grant Summaries

Six projects across the country will explore how to use technology to combat the problems of disruption, lack of resources and language and difficulty that traditionally plague children in migrant families.

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Last updated January 12, 1998 bsf

Even Start Project Summaries

Community Service Center -- Kansas City, KS. The Community Service Center (CSC) is a non-profit organization that currently works with many different programs to provide services to migrant families. In collaboration with existing migrant services, CSC will provide both home- and center-based services on a year-round basis. CSC's early childhood component will conduct home visits and refer families to the area Head Start program to ensure children's developmental and educational needs are being met. Children will be screened to identify specific developmental and learning needs. The children will also receive individualized tutoring and instruction. CSC will work with the Kansas City Community College to provide adult education classes through the College's existing Adult Studies Program. Parent educators will designate class time for parents and children to learn activities together in order that they may become partners in their children's learning. The Center will serve approximately 300 families.

Ohio Valley Educational Cooperative -- LaGrange, KY. The Ohio Valley Educational Cooperative (OVEC) is a regional educational consortium comprised of ten rural, north central Kentucky school districts. The OVEC MEES Project will implement a family-centered educational program that is both home-and center-based. The program will increase the literacy levels of participating parents, train parents to support the educational growth of their children, and prepare the children for success in regular school programs. The program expects to serve approximately 120 migrant families and 210 migrant children in the OVEC region.

Superintendent of Public Instruction -- Helena, MT. The Montana State Migrant Education Program in collaboration with migrant programs in Texas and Illinois have formed an interstate consortium called Project-Time, Tiempo de Valor Para Padres y Ninos (Quality Time for Parents and Children). The project will utilize distance learning and interactive technology (CD ROM and computers) to train parents and provide early childhood education to migrant children. Live interactive television program broadcasts will be televised, and families will receive follow-up activities through center- and home-based instruction in receiving states. The project will serve approximately 45 families whose home-base is El Paso, Texas.

Fremont Area Foundation -- Fremont, MI. The Fremont Area Foundation has developed a formal partnership with Advance Incorporated in Texas, Washington State Migrant Council/Migrant Child Institute in Washington, and Newaygo Public Schools in Michigan called Adelante with Even Start. Adelante is a home- and center-based program for migrant and rural poor families. The project will serve 120 migrant families with children in the age range of birth through four year olds. The early childhood education component will provide bi-weekly individualized home visits with facilitators who will use books in English and Spanish to teach music, developmentally appropriate games, and creative art expressions activities. The adult literacy component will be incorporated into the home visit through assistance with life management skills, computerized GED training and assistance with homework assignments. In addition, there will be out- of-home adult literacy training on a case by case basis. Parenting education will be taught in two parts: 1) the facilitator will work collaboratively with the parent to perform a co-teaching role ultimately teaching the parent to become the primary teacher, and 2) parent support groups will be offered -- these groups will focus on addressing parenting issues, building healthy relationships, and promoting peer support. The groups serve as the core for comprehensive integrated family services.

Wake County Public School System -- Raleigh, NC. The Wake County Public School System is a

three-pronged model that integrates early childhood education, English as a Second Language (ESL) -- adult education, and parent education. The program will provide both home- and center-based educational activities for migrant families and children. The Early Prevention of School Failure Program (EPSF) will provide the framework around which the early childhood classes will be structured for four year old children. The program will consist of regularly scheduled activities offered at various locations such as the Pre-Kindergarten Program in the home or on sites that are accessible and convenient to participating families. The adult educational component will give participating families an opportunity to extend their personal literacy development in order to support the literacy development of their children. Participants will be referred to the Wake Technical Community College for training in Graduate Equivalency Diploma (GED) preparation, and adult basic education. The parenting program will include activities that will improve and support parents in their responsibility for the education and socialization of their children. Parents as Teachers (PAT), a nationally recognized home-based program will be available to provide migrant families with interactive learning activities in the home.

Las Cruces School District #2 -- Las Cruces, NM. Las Cruces School District (LCSD) will provide a family-centered program in collaboration with educational programs such as Parents As Teachers, Head Start, Developmentally Delayed Pre-school, and Bilingual Education. The project will serve 99 families and will be home- and center-based. The center will provide pre-school education services for 3 and 4 year olds. Adult literacy training will be provided through Dona Ana Branch Community College, Pre-Vocational Education, English as a Second Language and Citizenship Information, and GED services. Pre-school project staff will visit the homes of participating families on a regular basis. The Parents As Teachers (PAT) parent educators will offer home monthly visits during the school year providing child development and parenting. Empowerment model rather than a deficit model will be used to ensure that parents play an active role in designing their own plan for family services through their individualized family plan. Along with providing basic education for the parents, the project will provide opportunities for parents to attend parenting seminars, parent/child literacy experiences, and volunteer time in their child's classroom so that their parents will become partners in the education of their children. Most of the elements of this project will be offered year-round.

Genesee-Livingston-Steuben-Wyoming -- Geneseo, NY. BOCES Geneseo Migrant Center (BGMC) and Cornell Cooperative Extension (CCE) with six Migrant Educational Outreach Programs in the counties of Cortland, Fredonia, Mid-Hudson, Mohawk Regional, North County, and Oneonta, New York will provide year-round-family-literacy services to at least 100 migrant farmworker families. The project will be known as Even Start Transitions and will assist parents to begin emergent literacy skills for infants and toddlers through pre-school age children so that these children will have an easy transition from home to school. The Literacy Volunteers of America and Giving Rural Adults A Study Program (GRASP) will provide adult education instruction. Parents will be exposed to a series of workshops designed to improve children's education by strengthening ties between families and schools.

Salem-Keizer School District -- Salem, OR. The Salem Keizer School District (SKSD) has developed an integrated family literacy program that includes: linguistically and culturally appropriate early childhood education for migrant pre-school children; instructional services for parents and adults; and home visitations to reinforce and practice skills taught in the various literacy components. The program will be both home-and center-based and will serve 40 families. The early childhood education component will provide center-based education that addresses the child's physical, emotional, and cognitive development in a comfortable, safe, and culturally appropriate way. The curriculum is theme-based and will integrate language, pre-reading, visual and auditory development, simple math and measurement concepts, and large and small muscle coordination. Although some English will be introduced, nearly all the instruction will be in Spanish. The adult education component will consist of the following services: basic native language literacy, English as a Second Language, and parenting skills for participating migrant adults. Participants will engage in monthly book-making, use a mobile public library, and work on activities in science and math.

Parents who show substantial literacy will be referred to Chemeketa Community College for continuing education. Adults will be required to attend their child's early childhood education classes twice a week for three hours per session.

Lincoln Intermediate Unit No. 12 -- New Oxford, PA. The Lincoln Intermediate Unit (LIU) Migrant Child Development Program, in collaboration with Pennsylvania Interagency Migrant Council, is designed to help break the cycle of poverty and improve educational opportunities for migrant children and families. During the first year, the program expects to provide services to approximately 60 families from the Adams, Franklin, York and Cumberland counties in Pennsylvania. LIU Program will incorporate Project P.I.A.G.E.T. (Promoting Intellectual Adaptations Giving Experimental Transforming), a nationally recognized Title VII academic excellence program for limited English proficient pre-school children. The project will be both home- and center-based. Migrant children will receive a comprehensive program that helps them learn to speak, read, and write English while supporting their native languages. Parents will receive adult literacy, English as a Second Language, computer training and basic education services. Parents will work together with the guidance of P.I.A.G.E.T. using a curriculum called SPARK (Sparking Parents Attitudes Resourceful and Knowledge). Parents will also receive training to improve parental attitudes and increase their understanding of school policies and procedures, parent-teacher conferences, and learn how to interact with the school as a formal organization.

El Paso Community College -- El Paso, TX. The El Paso Migrant Education Even Start project was formed through a partnership between El Paso Community College Literacy Center and the Sin Fronteras Organizing Project. The project will serve 40 families and will be a center-based program. The instructional design for this project will be a five-step model that includes critical discussion, reading, writing, group and home activities. Each of these topics will be covered in a one-class workshop, and will be presented twice per week. The child development classes will help develop age-language-appropriate instruction that will help prepare migrant preschool children to enter school prepared to learn. Adult education will be provided six hours per week and will be culturally sensitive. These classes will help improve the participant's English literacy and communication skills and will prepare them for the GED, to enter higher education and/or a job training program. The project will implement monthly support groups to help parents and children strengthen family interaction.

SER-Jobs For Progress of Southwest Texas -- Laredo, TX. SER Jobs for Progress in collaboration with the United Independent School District Migrant Program will establish a migrant family literacy program entitled Webb County Migrant Family Literacy Support Center. The center will be at three sites -- Kennedy Zapata, Perez Elementary, Ruiz Elementary. The project intends to serve 155 families and will be both home-and center-based. SER- Jobs for Progress will provide child development home activities and parenting skills through a curriculum called AVANCE. The AVANCE curriculum will provide child development activities including assessment of physical and cognitive development to migrant children. Home visits will be provided to focus on the physical and cognitive development and will include parent and parenting education. The Title I Migrant Prekindergarten Program will serve 4 and 5 year old migrant children who will receive reading and language arts education through home-based services. Migrant parents will be provided with English literacy and GED preparation, these classes will be offered at the three Migrant Literacy Service Centers. SER-Jobs will offer beginning, intermediate and advanced levels of English as a Second Language (ESL) for Limited English Proficient parents. In addition, JTPA training will be available to migrant adults to help them with employment prospects. Parenting training will be included through home visitations as well as in the child care centers. Parents will be required to attend group training at one family literacy center every other week.

an Antonio Independent School District -- San Antonio, TX . The San Antonio Independent School District's (SAISD) MEES Program will work through a Parent and Community Partnership Network (PCPN) to provide a variety of literacy services to migrant families. PCPN encompasses programs for family/student support, parent involvement, adult and community education, GED

testing and community partnerships. SAISD will serve 59 migrant families with approximately 142 children between the ages of two and five years of age. SAISD is divided into four learning centers that are expected to become the centers of community life. Each learning center has 20-25 schools within its boundaries. SAISD is both home-and center-based. The early childhood education component will include home-based instruction and is designed to assure maximum school readiness. In addition to basic child development instruction, assessments will be conducted and children with serious developmental delays will be referred to the local Texas Early Childhood Intervention Program (Parent and Child Education Services - PACES). Adult education classes will be offered year-round at multiple sites to accommodate the schedules and responsibilities of the parents. For the parent involvement component, Practical Parent Education curriculum will be used to offer monthly workshops. The workshops will be conducted in both Spanish and English.
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Last updated 26 November 1996 NS

Programs in the Office of Migrant Education

Migrant Education Technology Grants

Six projects across the country will explore how to use technology to combat the problems of disruption, lack of resources and language difficulty that traditionally plague children in migrant worker families. Competition for the $3 million in grants generated 32 applications by the February 1997 deadline, and the winners were announced in June. Funding may be renewed for each project for an additional four years. Selection was done by independent reviewers with expertise in migrant education, curriculum development and technology in education.

Applications stressed the value of electronic connections for children who move as often as six times a year. Technology offers a way to keep these children in a connected learning community, to make opportunities available at whatever place and time the student can sign-on, and to transfer records and information from sending to receiving schools efficiently, so that children do not "fall through the cracks" due to frequent and differing needs assessments and academic placement.

All projects include a substantial component for professional development, and all emphasize family involvement. All cross boundaries, and all feature partnership arrangements to leverage funds and bring more resources to the table. Each will have a full evaluation. Project technology choices differ.

Principals of the six projects met with Office of Migrant Education (OME) staff in Washington in July, to exchange ideas and learn from one another. Collaborative relationships, including an online meeting place, will keep the projects complementary and expand the knowledge base. The principals also heard from OME Director Bayla White and Technology Project Director Kris Gilbert about the Department's hopes for this one time program. White emphasized that although the projects received awards that will permit them to obtain and use technology, the grantees have an opportunity to inform decisions about the application of technology in migrant programs around the country. "These grants offer a rich environment for networking, and you will need to share your lessons with the larger migrant education community," White said.

Linda Roberts, Director of Technology for the Department, called on the project leaders to be intentional, involve new people and groups in the effort, and learn to grow the projects over time. She emphasized that these projects can help the whole migrant community raise expectations. And she called for courage. "You need to stay fixed on your goal, take risks, make changes and be the vanguard for empowering all at-risk kids in the electronic age," said Roberts. She also emphasized that technology is not an end in itself, and instructed the leaders to "sustain a militant focus on content."

Join Us and Follow these Projects

To receive copies of *Linking_Learning*, the update on Migrant Education Technology Projects, send your mailing address to Mark Taylor at the Washington D.C. OME office, by FAX at (202) 205-0089, or Email at Mark_Taylor@ed.gov. Comments, questions or suggestions about the update go to project offices or Nancy Carson via FAX at (703) 299-6084, or Email at CarsonNCA@AOL.COM

Migrant Education Technology Grants: Contact Information

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Programs in the Office of Migrant Education

MECHA Aims at Eastern Stream

From Dade County at the tip of the Florida peninsula, home to one of the nation's largest migrant populations, agricultural workers move throughout the United States. The Migrant Education Consortium for Higher Achievement—MECHA—will develop, implement and evaluate a comprehensive model for continuity and high academic standards for migrant students north into Georgia, South Carolina, North Carolina, Virginia, Pennsylvania and back to Florida.

Dade County Public School Migrant Education Program and Barry University, the lead partners for this project, have identified advanced telecommunications technologies to help students bridge barriers to learning. Migrant students and their families suffer from an inability to communicate effectively in English, poverty, and disruption of education due to travel.

Barry has extensive experience in teacher training, technology application for instruction, and distance learning. Dade Country PSMEP has more than 30 years of experience educating and advocating on behalf of families linked to the migrant culture. Drawing on that experience, MECHA includes specific elements aimed at critical concerns. To deal with lack of consistency, each student will co-develop, with the teacher, an individualized learning plan. One teacher will monitor the same group of students over the school year, via technology. To deal with students' lack of time for schoolwork, instruction independent of time or place will be possible online. New teaching and learning materials and resources online will supplement current resources. Parents will be encouraged to participate in their own educational growth, to alter the problem of lack of parental support for the educational process. The difficulties that arise from the sense of isolation that migrant families feel will be altered by Email and other technology connections to keep students, teachers and families in touch. An additional problem identified by the project is frequent lack of educational records. The teacher working with the individualized learning plan will monitor the student throughout the year regardless of time or place, so educational gaps will be eliminated.

Undergraduate teacher education interns at Barry will act as online mentors for one academic year, and the mentoring will be available over a dedicated web server, which will also house web based instruction and student home pages. Internet access will be delivered in the same way. A Web master will work specifically on the MECHA activities, ensuring security of records as well as good connections. A homework hotline will operate over an 800 number.

In the first year one hundred families will be randomly selected from among the more than 1000 migrant families in Dade Country. Each will receive a WebTV interface with a remote, a small keyboard and carrying case. WebTV was chosen as the technology link because of low cost, simplicity of setup and use, ability to work on any television and phone line, capacity for Email and web browsing, Most migrant families have television sets and take them along as they travel. Students and families will be instructed on the appropriate care of Web TV and accessing the information highway. Additional resources materials, such as CD-ROMs and print materials, will also travel with the families.

ESTRELLA Stars in Four States

Some 150 mobile migrant youth, mostly middle and high school students and youth currently out of school, will be targeted each year by Project ESTRELLA Encourage Students Through Technology to Reach High Expectations in Learning, Lifeskills, and Achievement. 250 teachers, as well as families and cyber-counselors, will work in Illinois, Montana, New York and Texas to support these students, helping to increase the current graduation rate of 50 percent for this migrant farm worker youth population.

The technology grant project is designed to achieve continuity between homebase schools in the Rio Grande Valley and Winter Garden areas of Texas and schools in the three receiving states. The project will operate year-around so that students are continuously served. The pilot effort for this project was a distance-learning project called "The Lone Star to the Big Sky II, which was piloted in Texas and Montana last summer. The Illinois Migrant Council, the principal partner and recipient of the grant, will take advantage of the pilot program's evaluation results, and will work with Project SMART and NovaNET, two well-established distance learning initiatives. NovaNET, for example, enables migrant students to transcend the usual constraints of classroom learning by working online with portable computers.

Each participating student is issued a laptop computer with a modem. Students use an 800 number to access curricular materials, and stay in touch with their cyber counselors. Parents play an active role in the process, participating in training and pledging to help protect and maintain the computer equipment. During the pilot stage, there were no problems with lost, stolen or damaged equipment. Besides protecting the equipment, involving the families makes them part of the educational team. Project Director Brenda Pessin has found that introducing this equipment into a home makes it a focal point for learning not just for the ESTRELLA students but for the entire family.

Online mentoring will come from the cyber counselors, chosen for their knowledge of and sensitivity to Hispanic and migrant cultures. Many of the cyber counselors are students at Incarnate Word College in San Antonio, Texas. They will help students with homework, keep students motivated and encourage them to think about and plan for college. Cyber counselors will guide students through the college admissions and financial aid processes. Most importantly, they will remind students that success is possible.

ESTRELLA seeks to meet the needs of mobile migrant students. These students need access to high quality education programs, continuity of instruction, and opportunity to meet challenging standards. To accomplish this objective, ESTRELLA:

- Is customized to local situations, family/student needs, individual learning styles and various technology platforms;
- Provides a systematic method for communication, collaboration and coordination of curriculum and services;
- Promotes advocacy for migrant students through access, opportunity and continuity of instruction; and,
- Targets the family as the unit of change.

Like the other five technology grant projects, ESTRELLA will develop and document process and products, and share them widely. At least 10 sites each year that chose to adopt the project model will receive extensive information and documentation, so they can build on the experience.

Greater than the Sum of the Parts

Migrant populations of Florida, Michigan, Puerto Rico and Texas will soon have access to a variety of well-developed technology tools that will deliver much needed educational continuity through connectivity. Project Synergy hopes to deliver "a boundary-less learning community" for some 4000 plus elementary and middle school students who regularly follow a 6600 mile path through three

states and one commonwealth.

This project uses technologies that have a track record of success in Michigan classrooms and the project's sister districts enrolling high numbers of LEP and/or migrant students. The Synergy Consortium believes that no single " holy technological grail" can offset all of migrant students' problems, so they have chosen tools they believe to be synergistic--these tools support and reinforce each other so that the whole is greater than the sum of the parts. This allows teachers to make their own choices and tailor technology applications to their needs. It also means that teachers will master new techniques and make strides in professional development.

Principal technology components for children include computer-mediated communications, interstate alignment of curriculum and instructional objectives, individualized computer-based student assessment, and electronic student portfolios. Adults in the program will benefit from advanced staff development and technology-enhanced parent involvement.

While the project focuses on technology in education, it is also mindful of other aspects of student life. Access to interactive health information sites, and resources through the parent training component, seek to raise the general health level of students and families. The sense of social isolation that is also a familiar experience in this community will be combated by creating an energetic, continuing and vital learning community electronically, where the strengths and diversity of the community become assets.

Parent training and involvement draws upon the Bowdoin method, which has been effective in Michigan districts. Designed and developed entirely with multi-cultural parents of "at risk" children, this method gives parents information on working with children in vocabulary development, learning experience, building positive feelings, language and concept development for successful early reading, shapes, body parts, numbers and letters. This approach prevents the need for remedial studies and generates a positive home-school environment. Given the vital role of parents as the "first teachers," and the critical nature of parent involvement in all migrant education technology projects, what Project Synergy learns working with families may bring special value to everyone in the field.

Rising Standards Drive Oregon State-Wide Effort

Part of Oregon's commitment to lift all students to the level of new statewide standards, the Oregon Migrant Technology System Grant is designed to expand resources and horizons for the state's 22,000 K-12 migrant students.

In addition to services through the MEP website and on the Internet, Oregon will use the resources of Oregon Public Broadcasting, one of the grant partners. A binational agreement with the Secretaria de Relaciones Exteriores of Mexico is now in place, and this agreement makes it possible for students in Oregon to follow Telesecundaria materials which have been aligned for Oregon standards. Telesecundaria represents the core curriculum of many of Mexico's rural area schools, where many of the Oregon students will receive their high school credentials. Oregon is second in the nation in numbers of families migrating directly between Mexico and the United States.

Oregon's dedication to academic excellence is strong; it was first to be approved as a Goals 2000 state. Under the "Oregon Option," special flexibility is available to use federal funds. New state content and performance standards, linked to a Certificate of Mastery at Grade 10 and a Certificate of Advanced Mastery (optional) at Grade 12, mean that all students in the system must learn more. This new level of achievement was a strong factor in bringing Oregon MEP into the competition for technology assistance. Many of the children in the program meet one or more of the characteristics of children whose scores on the Oregon Statewide Assessment are consistently low. These characteristics are:

- High mobility, enrolling in more than one school in a single school year;
- Low attendance, missing 10 or more days of school annually;
- Families living at or below poverty levels; and,
- Parents, especially mothers, with little formal education.

Like other Technology Grant recipients, Oregon will take advantage of the five-year grant period to plan carefully and expand as experience and resources increase. Two crucial elements are the development of new standards for needs assessment and academic placement of highly mobile students, and on-line access to improved instructional materials for non-English speaking students. A set of ten test-bed classrooms will develop a computerized guide for classroom teachers for diagnosing student competence, so this process can be regularized and shared.

Resources will be added as the project expands. Eight essential resources planned are a homework hotline, the Telesecundaria/Telebachilerato curriculum, a Certificate of Initial Mastery (CIM) Summer school, a special networked-notetaking classroom support model (adapted from a service designed for deaf students), a Crossroad Café series from Oregon Public Broadcasting to help adults learn English, a Ready to Learn service covering broadcasting, workshops and networked libraries, televised bilingual instructional programming, and adaptation of software and resources developed for the migrant students into the statewide OMSIS system. One of the reasons for the extensive use of television resources, in addition to the participation of Oregon Public Broadcasting, is the recognition that when families spend time together, it is often in front of the television set. "We are going to seize the screen," says Larry Tucker, Oregon Project Director.

What Oregon learns will be shared with others. In particular, the State is eager to apply the lessons of the project to other highly mobile students (special programs are already in place in Oregon for homeless students.) As Oregon's Merced Flores, Assistant Superintendent for the Office of Student Services points out, "No child is a problem; each child is a challenge."

Kentucky Targets Academics and Continuity

Approximately 85-90 percent of Kentucky's migrant students move within the state. For the next five years, The Ohio Valley Educational Cooperative (OVEC) will use technology to keep these students in school and learning. The project will gradually expand to cover all grades plus drop-outs, and will extend to neighboring states in the final two years.

Eleven school districts in the north central part of Kentucky will serve as initial pilot sites, testing the effectiveness of strategies and approaches. 1,334 migrant students were enrolled in these school districts in 1995-96. These students move within the states more than other migrants, and the Hispanic portion of the population is four times higher than the statewide average.

The new program will operate year round, partly in response to the finding that most of the instructional services now provided to migrant students in the pilot districts are available during the summer months.

Project Coordinator Michael Abell knows that families become more involved in learning programs when programs are flexible and located where families gather. The Kentucky Migrant Technology Project is already organizing family nights in or near the migrant community. OVEC hopes that as its new, technology-based program grows, employers, migrant advocates, community groups and others will pitch in to help build a structure that responds to migrant family needs. Part of this effort will be the creation of new learning communities, placing more opportunities outside of school. Family Resource and Youth Services Centers, a one-stop center for family information and support, will be one component of the system. Other likely sites are churches, adult education centers, and public libraries.

Content will be based on an interactive, multi-media software curriculum used in school settings. American Education Corporation (AEC) is one of the partners in this project, and their A+dvanced Learning System, a comprehensive K-12 grade, 72 title curriculum has been used in more than 1600 schools. The curriculum correlates with 10 sets of state core content standards, including Kentucky's Learning Goals and Academic Expectations. This system has a companion assessment tool and an authoring tool component. Thus, project curriculum specialists will be able to modify the units or create new ones to meet the needs of the migrant population, including adaptation for LEP or ESL students. Once students are registered participants in the program, they will be able to download lessons and materials at any location.

Interactive video conferencing over the Kentucky TeleLinking Network (KTLN) will allow for professional development via real-time teleconferencing, with no travel required. The existence of the KTLN, part of the state's advanced technology infrastructure, makes possible many connections and the delivery of resources. (The state technology goal is one computer per six students, and they are now at one for every eight students.)

The project's student/family educators will visit homes, using a laptop to assist parents and children, and making sure each family has a listing of locations and schedules for use of the software. At least one key staff person at every learning site will receive professional development on the software system. The OVEC project will also feature a web-based migrant registry, including a student locator, condensed electronic cumulative folder, and electronic student portfolio. Combing the experience of trained staff, online results and gradually expanding project boundaries, OVEC will be able to share results with the district migrant programs and others everywhere.

Anchor School, Traveling Team Stay Linked to Kids

Students living in Lee and Collier Counties, Florida, who migrate north from spring to fall, will have "a lifeline as they travel," provided by a technology grant program operated by SERVE (South Eastern Regional Vision for Education). The Anchor School will be the place the students can call home, as they travel north in support of the agricultural industry.

An unusual aspect of this project is that one of the principal partners is Gargiulo Inc, the grower who employs most of the migrant families. The project will involve migrant crew leaders, helping educators to anticipate family moves and keeping connections strong. (Crew leaders normally have about 100 workers.) Gargiulo, which provide scholarships for migrant students who graduate from high school, has been an enthusiastic supporter and part of the planning team.

The four pillars of the Anchor School Project are:

- A rigorous curriculum aligned with high state standards and supported by sound instructional strategies and assessments;
- Well-trained teachers who receive both professional development and time to practice new skills during their work day;
- Parents who become lifelong learners, involved with their children's education; and,
- Collaboration with business, government and others to leverage resources.

For the next five years, Anchor School students, who travel primarily to North and South Carolina, will have a help line/voice mail system, portable local area network, intranet access, interactive CD-ROMs, individualized instructional planning and assessment, and electronic portfolios.

And to complement the electronic lifeline and make extra sure that transition to new schools is smooth, an Instructional Support Team (IST), made up of a project coordinator, teachers, migrant college students and Americorps volunteers, will travel with the students to receiving sites. The IST

will act as a liaison between all schools, support students and parents at the new sites, moderate online chats and provide training for teachers and parents. They will also transport the portable area network and oversee technology adaptation and use.

Migrant summer programs in receiving states will use material aligned with Florida's Sunshine State Standards, the framework for content and performance standards. The project is aimed at increasing the percentage of migrant students who pass the Florida exit exam. Anchor School families will have Email access through the computers the children bring home. They will also benefit from adult education efforts to help parents learn English and complete their GED.

Professional development for teachers at the receiving schools, as well as Florida teachers, is part of the program

Anchor School project leaders Jean Williams and Joni Sewell describe their project in loving terms. "The Anchor School is designed to give migrant students not just one but several anchors

- to hold them in school
- to keep them from losing educational ground as they move from place to place
- to provide a source of social and emotional support that will help end their feeling of isolation
- to be a repository of educational credits required for graduation
- to give information about the world outside of their community
- to show them a lifeline that will help them find their way back to their home base school at the end of each growing season, and – most of all, to demonstrate to them that they CAN graduate from high school, go to college, and lead successful lives."

[Migrant Education's Homepage]

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